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ABSTRACT

Some 3,000 students from varied backgrounds are now enrolled, under the auspices of 20 colleges and universities, in programs that constitute a distinct alternative to usual college offerings for undergraduates. These programs are called Universities Without Walls (UWW). The structure of each unit of the UWW has been devised by a team of students, faculty, and administrators. These structures are still being improved as experience accumulates, but the principle of genuine student involvement and responsibility is fully recognized. Admission policies have varied from highly selective to open admissions. Most UWW units have been concerned with students' motivation and life-achievement more than with test scores or academic grades. Each student follows a program tailor-made by the student and his adviser, who is considered a learner-facilitator. Students use a variety of learning experiences to achieve their objectives: regular course work; internships, apprenticeships, and field experiences; independent study and individual and group projects; programmed material, cassettes, and other technological material. (Author/HS)

first report

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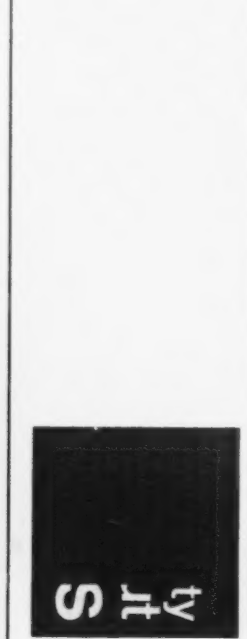

The University Without Walls is a program of the Union for Experimenting Colleges and Universities, an association of twenty-five institutions* that have joined to encourage research and experimentation in higher education. Headquarters of the Union is at Antioch College, Yellow Springs, Ohio. Dr. Samuel Baskin serves as President of the Union and oversees the University Without Walls program.

*
Members of the Union are: University of Massachusetts, University of Minnesota, Morgan State, New College at Sarasota, Northeastern Illinois University, University of the Pacific, Pitzer, University of Redlands (Johnston College), Antioch, Bard, Roger Williams, Shaw, Skidmore, Friends World College, University of South Carolina, Goddard, Chicago State University, Franconia, University of Alabama (New College), Hofstra University, Loretto Heights, Staten Island Community College, Stephens, Westminster, University of Wisconsin at Green Bay.

A number of influences have been at work in recent years forcing institutions of higher education to re-examine many of their long-held views about the nature and form of undergraduate education:

- New kinds of students now seek college degrees; many of them are older and more experienced than the typical student; many come from minority groups and low-income homes. They bring special aspirations and handicaps that require more flexible and individualized programs.
- New views are emerging of what is important in the sciences, the humanities, and the social sciences. Faculties and students alike are only too aware that much of what has been taught is often unusable or obsolete, and that much of what needs to be learned cannot be comprehended within the confines of the usual college curriculum. New careers have arisen requiring special competencies that few institutions can provide, no matter how comprehensive their course offerings.
- Rapid advances in technology have added greatly to the explosion of knowledge and pose both problems and challenges as to how man can master the technology to its greatest advantage, without being mastered by it.
- The financial plight of colleges and universities has grown increasingly serious, requiring them to find ways to operate under far more stringent conditions, yet without sacrificing educational quality.
- And pressing social problems raise many questions about what a college ought to be, who it should serve, what should be taught, and how it might best be taught.

The University Without Walls is an alternative form of higher education. It seeks to build highly individualized and flexible programs of learning and makes use of new and largely untapped resources for teaching and learning. It moves toward a new faith in the student and his capacity for learning on his own, while at the same time providing close and continuing contact between the student and teacher. It redefines the role of the teacher as a facilitator and co-participant in the planning and design of the student's learning experience, and it seeks, through its inclusion of a new mix of age range (16 to 60 and older), to build a new dialogue and trust between younger and older persons.

This report presents an account of the University Without Walls as the first class of students started their programs in the fall of 1971.

The University Without Walls began with a seed money grant of $415,000 from the United States Office of Education. The Ford Foundation added $400,000 in supplementary funding. More recently, UNESCO contributed $10,000 to begin plans for a UWW abroad.

Peter Muirhead and Don Crawford of the U.S. Office of Education and Marshall Robinson and Bob Schmid of the Ford Foundation have been instrumental in seeing that the idea of the University Without Walls had a chance to be tested.

This report is a collaborative effort of the staff of the Union for Experimenting Colleges and Universities and faculty and students of various University Without Walls institutions.

the University Without Walls: a first report

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summary

Some 3000 students from varied backgrounds are now enrolled, under the auspices of twenty colleges and universities, in programs which constitute a distinct alternative to usual college offerings for undergraduates. The students actually range in age from 16 to 73. A number of units have an unusually high proportion of blacks and Puerto Ricans; several have developed special affiliations with schools serving and run by Chicanos and American Indians.

The structure of each unit of the University Without Walls has been devised by a team of students, faculty, and administrators. These structures are still being improved as experience accumulates, but the principle of genuine student involvement and responsibility is fully recognized.

Admission policies have varied from highly selective to open admissions. Most UWW units have been concerned with students' motivation and life-achievement more than with test scores or academic grades.

Each student follows a program tailor-made by the student and his adviser, who is considered a learner-facilitator. Students use a variety of learning experiences to achieve their objectives: regular course work; internships, apprenticeships, and field experiences; independent study and individual and group projects; travel; programmed material, cassettes and other technological materials. There is no prescribed curriculum or uniform time schedule for completing the degree. Students study in variable time-frames or episodes. Graduation takes place when the student has achieved the learning objectives agreed upon with his adviser, be it one, four, ten or twenty years after he begins.

Most students work with one or more adjunct professors — men and women in business, social services, government, scientific research, artistic creativity, and other occupations who are giving time to help undergraduates acquire related competence. An **Inventory of Learning Resources** developed at each institution guides student and adviser in planning the student's educational experiences.

Most students have had an orientation experience designed to prepare them for their University Without Walls program and to extend their awareness of areas of useful knowledge.

The project directors from the twenty UWW units have met every few months to share experience and to work together on common problems. There has been general agreement that progress toward a degree will not be measured by hours in classrooms or grades on papers or tests. Competence will be assessed jointly by the student himself, his college

adviser(s), and by supervisors and adjunct professors who know his contribution in the place(s) where he has been working. Each student is keeping some kind of cumulative log which lays out his educational targets, the methods he has used to try to achieve these, his own evaluation of his progress as well as evaluations made by others (employers, faculty and students) with whom he has been working.

A number of developments have occurred as the program has caught the attention of other groups. "Spin-offs" include the development of UWW programs designed to serve rehabilitation of drug addicts and alcoholics, convicts in penal institutions, and para-professionals seeking advancement. The UWW is being looked on as a model for improved programs for teacher education and for adaptation to high school programs. Some forty institutions of higher education have expressed interest in joining the UWW, and plans for UWW Regional Centers in some five or six areas of the country are under way. An international UWW unit is also being planned.

Considerable progress has been made toward a research design, and full-scale research is expected to begin in the fall of 1972 as new students enter UWW institutions.

"Our new institutions would allow for easy access in and out. Students could study part-time, or they could go off for a time to work or have some other kind of experience with the understanding that readmission would be easy. The expectation would be that all students who 'finished' such an institution would understand that in any case he had to go on learning, and that some of this learning might be accomplished back at his old school. Or his old school might go to him. . . .The institution will have many relationships with agencies, associations, and individuals in its community, and will draw them into its work of teaching. Sometimes individuals from the community will come to the school to teach, and sometimes students will obtain practical experience under the guidance of community agencies or professionals."
(N. Sanford, UNIVERSAL HIGHER EDUCATION, p. 60)

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beginnings

In the summer of 1967, some fifty college teachers were assembled by the Union for Experimenting Colleges and Universities (UECU) in Project Changeover[1] to develop together each member's ideas for major improvements in his own teaching. A sub-group wanted to discuss a Utopian college that would incorporate many of their ideas for undergraduate education. Similar groups in 1968 and 1969 criticized and built on this beginning. The proposal for a University Without Walls was written in 1969 by the UECU staff. Funding to develop the UWW plan was secured in December 1970.

A total of twenty institutions are taking part in the program; eighteen are members of the UECU, two are non-Union institutions.

the participating institutions

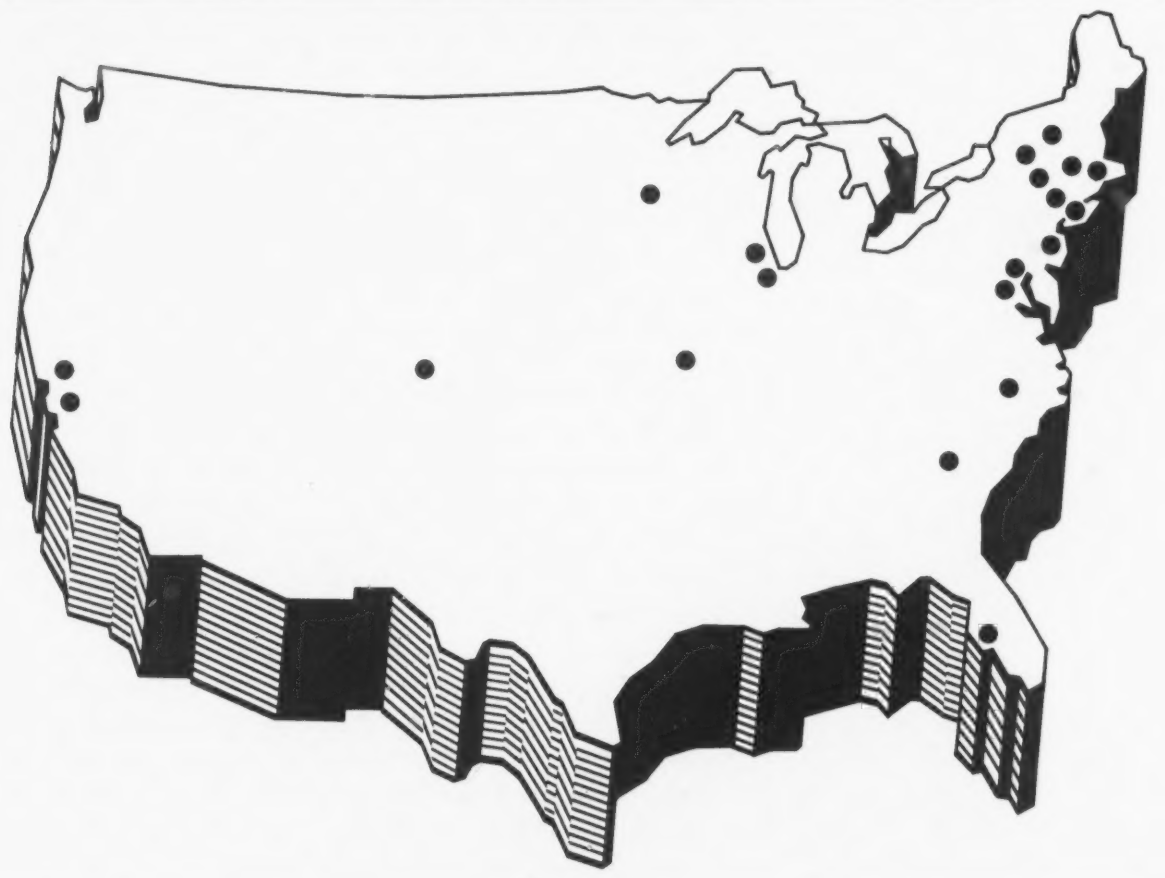
The colleges and universities participating in UWW represent a broad spectrum of American institutions: large-small; public-private; inner-city-rural; predominantly black-predominantly white; 2 year-4 year; secular and non-secular.

Taken together, they spread from the Atlantic to the Pacific, from the Deep South almost to the Canadian border. They include some progressive institutions, many from mid-stream, some quite conservative. Unlike educational experiments that are discounted because the number of students participating was small or the institutions specially selected, the UWW experiment, with many students of widely diverse backgrounds on many different campuses, should provide a genuine test in its attempt to develop an alternative model for undergraduate education.

[1]A program conducted by the Union under a grant from the Charles F. Kettering Foundation.

The participating schools are:

The University of Minnesota, Minneapolis, Minn.
The University of Massachusetts, Amherst, Mass.
Antioch College, Yellow Springs, Ohio
New College at Sarasota, Sarasota, Fla.
Shaw University, Raleigh, N.C.
The University of South Carolina, Columbia, S.C.
Roger Williams College, Bristol, R.I.
Bard College, Annandale-on-Hudson, N.Y.
Chicago State University, Chicago, Ill.
Goddard College, Plainfield, Vermont
Howard University, Washington, D.C.
Friends World College, Westbury, N.Y.
Northeastern Illinois University, Chicago, Ill.
Stephens College, Columbia, Missouri
Loretto Heights College, Denver, Colorado
Staten Island Community College, Staten Island, N.Y.
Skidmore College, Saratoga Springs, N.Y.
Morgan State College, Baltimore, Md.
New York University, New York, N.Y.
Westminster College, Fulton, Missouri



the planning process

The Union for Experimenting Colleges and Universities has taken the position from the outset that each University Without Walls institution should have administrative autonomy from the Union's central office and carry responsibility for the development of its own UWW unit. The rationale behind this approach in program planning was threefold:

1. The history of innovation is replete with failures where it was imposed from the top down or from outside in. If real change is to take place, each institution should shape its own programs. "Participants," as one Union staff member was fond of saying, "need to own a piece of the action."

2. Each institution coming into the UWW had to deal with distinctive constituencies, admissions and tuition policies, faculty attitudes toward innovation, and financial support. Flexibility was clearly required in admin tration, program design, tuition, salaries, timing, and strategies for developing a particular UWW unit.

3. This flexibility facilitates a high level of creativity in the design of UWW models. The same problem is solved differently by diverse institutions. The whole University Without Walls benefits from the variety of models.

The role of the central UECU office has been to serve as a catalytic agent in stimulating and supporting development of local UWW units, keeping UWW institutions abreast of developments in other UWW units, and arranging conferences and workshops where common problems could be explored.

The Union has also assumed a key role in working with institutions in the development of assessment procedures to be employed at the local units, in evolving criteria for award of the degree, in co-ordinating planning with accrediting agencies, and in the development of plans for research on the UWW.

"Two factors were of key importance in enabling us to move ahead with the UWW program: first, strong support and enthusiasm from the President; second, the open nature of the planning process slowly creating an open UWW community at the college. While this process was often frustrating, time consuming, accompanied by tensions and occasional hostility, it generated a wide avenue of participation in which all persons interested in the UWW could and did, become involved. Many ideas were contributed by persons who came to meetings out of interest and enthusiasm and found themselves a welcome part of the UWW community."
(from a UWW Project Director's Report)

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getting under way

Planning at most institutions was begun in January, 1971. A task force of faculty, students and administrators at each institution served as the principal vehicle for development of the institution's UWW program. Monies from the USOE and Ford grants were used for released time of faculty, conduct of local workshops for students and faculty, expenses toward national and regional workshops, development of internships and field experiences, purchase of new learning aids, development of the Inventory of Learning Resources, consultant fees and related items.

All of the participating institutions admitted their first students in the fall of 1971; New York University, which did not receive its UWW grant until July of 1971, will begin its program in the fall of 1972.

Most institutions began their programs with pilot groups of about thirty-five to fifty students. The smallest unit had about a dozen students; the largest, 130.

selection of students

Each unit determined its own admissions procedures and policies. All employed some kind of interview and/or questionnaire to evaluate student readiness for the UWW. Some used week-end retreats or pre-admissions workshops to familiarize prospective students with the UWW plan and UWW staff members with the students.

Selection policies employed by the UWW units varied. Some had what amounted to an open-admissions self-selection policy (leaving the decision on entrance to the student once he had been briefed on the UWW program and the demands it was likely to make of him). Other units employed more selective approaches, with the UWW planning teams selecting the students. For the most part, these units relied on such criteria as student motivation, creativity, independence, job history, and previous life experiences for determining admission rather than test scores and grades in school.

the UWW program: how it works

After admission to a UWW unit, students embark on an orientation process designed to prepare them for their UWW programs. Of central importance in the planning process is a teacher-adviser who works with the student in the planning, development and evaluation of his UWW program. This adviser may be a core faculty member of the UWW staff, an adjunct faculty member of the institution, an adjunct faculty member not on the college staff, or some other person.

Working from an Inventory of Learning Resources which outlines various resources that the student might use for the accomplishment of his learning objectives (regular classes at his own or some other institutions, internships, jobs and field experiences, independent study, individual and/or group project activities, travel in this country and abroad, programmed material, cassettes and other technological aids for learning), the student and his teacher-adviser then design a program that seems most appropriate to these objectives. Not being fixed to any set time schedule of quarters, terms, trimesters or semesters, the student is able to plan his experience around a time frame (six months, a year, eighteen months or other) that seems to make the best fit for his learning plan. In most instances students plan their programs so as to take advantage of a combination of learning opportunities available during a particular period.

Each student keeps some kind of cumulative record of his learning plans and objectives for a certain period and procedures for evaluating his experience. From time to time the student meets with his advisers to assess his program activities and plan the next phase of his experience. Criteria and length of time required for the award of the degree are determined by the student and his advlser as they plan the student's UWW program together. Final evaluation of the student's work is usually made by a review committee of faculty members, students, and other persons with whom the student has been working.

Some illustrative student programs follow.

"Everything we know about human variability, not only in aptitude and achievement, but also in interests, motivations, attitudes, values, and intellectual dispositions, emphasizes the need for a highly diversified educational system. Likewise, the more we learn about the highly differentiated manpower required by a complicated industrial, technological society, the more we appreciate the importance of differential educational opportunities."
(T. R. McConnell,
UNIVERSAL HIGHER EDUCATION, p. 22)

UWW students: some illustrative programs

Mr. W.; age 25; presently working in community organization field; has had two years of college; would like to work toward undergraduate degree in field of community organization.

2 years

Continue full-time employment as community organizer for black social service agency, with increasing responsibility for insuring community participation in proposed mental health "outpost."

9 months
Submit proposal for "outpost" design.
Weekly sessions of group therapy training.

6 months
Assist with group therapy sessions at neighborhood centers.

9 months
Schedule & coordinate plans for "outpost."
Utilize community resources to plan & present a black culture multi-media show.

Concurrent independent readings in sociology, psychology, black history, etc.; weekly meetings with adviser; advanced course work in community planning and human relations.

Miss C.; age 18; entering college freshman; interested in work with children; would like to combine with interest in photography.

1 year

9 months
Independent study in educational psychology; weekly meetings with adviser. College course in sociology; one-half time internship at children's learning center; project — plan and establish extra-curricular photography program for grades 3-6 at elementary school.

3 months
Part-time internship at youth agency neighborhood center; independent reading in child psychology; diagnosis of learning problems.

Mr. R.; age 45; currently serving as an executive with an oil company; would like to change careers and prepare for high school music teaching.

18 months

Independent readings in music history, theory, etc.; weekly conferences with adviser.

12 months
Formal college courses in harmony & orchestration, plus fulfillment of state requirements for certification.
One-fourth time student teaching internship at junior high level.

6 months
One-half time student teaching internship at high school.
Prepare final project of conducting program of own works and orchestrations of compositions by various composers.

current developments

In the course of planning, each University Without Walls institution agreed to develop its UWW program around certain key ideas which constitute the basic components of the UWW plan. These included:

1. Inclusion of a broad age range of persons (16 to 60 and older) so as to provide an opportunity for persons of all ages to secure an undergraduate education and to make for a new mix of age ranges in our programs of undergraduate education.

2. Involvement of students, faculty members, and administrators in the design and development of each UWW unit.

3. Development of special seminars and other procedures to prepare students to learn on their own and to keep students and faculty in touch with each other; development of special training programs to prepare faculty members for the new instructional procedures to be used in the UWW plan.

4. Employment of flexible time units so that a student could spend varying periods of time in a particular kind of program experience. Programs were to be individually tailored by student and adviser. There would be no fixed curriculum and no uniform time schedule for the award of the degree.

5. Use of a broad array of resources for teaching and learning, both in and out of the classroom. Development of the Inventory of Learning Resources as a guide for program planning.

6. Use of an adjunct faculty of government officials, business executives, persons from community agencies, scientists, artists, and others as a regular part of the UWW's instructional staff; development of an extensive seminar-in-the-field program to draw on skills and experiences of this adjunct faculty.

7. Opportunities for students to use the resources of other UWW units.

8. Concern for both cognitive and affective learning; development of new assessment procedures, with periodic evaluations to include both students and their advisers.

In the pages that follow we review developments to date in each of these key areas. Illustrative materials from reports submitted by UWW units are included where feasible.

"I am a female 17 year old high school drop out with very little money but with a deep, deep love and desire for further learning and study. Does UWW accept people without diplomas?"

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organizing concept

1

Many persons beyond the usual age range for college would like to have and would profit from a college education. Many of them have acquired much skill and knowledge from their life experiences. A mix of ages, in which younger and older persons interact, would benefit all.

Each of the twenty University Without Walls units now has or is planning to have in the near future a range of population spanning the widest possible age group, and reflecting the ethnic, racial, and economic diversity of this country. By attracting this population mix the University Without Walls has verified its claim that those interested in higher education and able to profit from it extend over all ages and all sectors, and that people *will* participate if the opportunities for study are varied and flexible enough to accommodate their own lifestyles, interests, involvements, and needs.

In the fall of 1971 over three thousand individuals were enrolled in the UWW programs. (Goddard, New College, and Friends World College have designated all of their students "UWW" after incorporating the key concepts into their entire program; the other 17 participating institutions have developed programs distinct from their regular formats.) The actual combined age range extends from 16 to 79; about a third of the enrollees are over 35. Many of the students come from minority or highly disadvantaged population groups.

It is difficult to generalize about the students who are enrolled in the University Without Walls except that they are all individuals and are all deeply motivated. Their range of interests cover every acknowledged discipline, and there alone, with a high number particularly concerned with making some contribution toward solving the crushing problems of the cities and the society in general.

(From an interview with a Northeastern Illinois University student from the Woodlawn ghetto, a woman in her fifties:

"What I hope to gain from the University Without Walls is a better understanding of how to help people, es-

pecially people in my own age category, to tell them, 'Well, you can make it,' and to help the youngsters — relieve them of their frustrations. It is difficult but it is possible because that energy out there positively can be channeled to constructive use. When I do receive my degree, which I definitely am going to work very hard to get, it will be, as I see it now, in psychology, program, and implementation."

(From a "statement of commitment" to the Morgan State UWW program):

"I have always dreamed of helping in the creation of a better living environment for all. The lives of the poor and those discriminated against have caused a serious imbalance in their vital support systems, environmental and otherwise. I believe I can make an effort through this program to . . . come up with better ways of delivering services to the unfortunate and helping them find pathways for themselves."

Another major concern among students is finding ways to study and practice the arts in a structure that is rich in resources and supportive, yet not restrictive or overly directive.

(From a letter to his advisor in the Minnesota UWW; the student is 26, married, a playwright):

"In the arts, the most important kind of knowledge is doing knowledge. The artist must experience in order to be an artist . . . Artistic education must be process oriented, not product centered, and the process must also be flexible and totally experimental in order to meet educational needs. One must have the right to fail without failing out of school. This is the kind of system an artist can thrive in."

(From an interview with a student at Loretto Heights, 20 years old, a transfer from traditional programs):

"I find the classroom too restricting. It doesn't give you the chance to establish your own criteria and go at your own pace. In the UWW I have set it up so that I'm going to study international theatre — multimedia in Switzerland and Austria and theatre in London. I am also doing a production of a play in which I will design the set, create the play through the actors, make a model and all the renderings, and then turn it in to be evaluated on the basis of whether it says what I want it to say. There are some people who need the structure and need to be told what to do. I am not one of those people. I like to go out and let my creativity flow."

Another common interest is in education; some students are enrolled who are teachers in need of certification, others would like to become classroom teachers. Many others are interested in studying and participating in "alternative" educational models;

others are interested in developing skills in the fields of special education.

(From a profile describing a student in the Shaw University UWW):

"She is a transfer student who was turned on to "doing her own thing" as a result of a cooperative education experience at the Camarillo State Hospital in California. Currently she is engaged in an internship which will involve her in several phases of prison work. She plans to major in special education."

(From a profile describing a student in the Chicago State UWW):

"She is a mother and housewife in her early thirties. She left school ten or twelve years ago to marry. Her impetus for going back to school was a deep dissatisfaction with her children's public school. Together with several other friends and neighbors, she helped found a free school in a predominantly white, working-class area on the southwest side of Chicago. She will be completing her B.A. and requirements for city and state certification while working at this school."

While there can be little generalizing about UWW students, the following comments typify the spirit of this first class of UWW students:

"I propose, you see, eclectic education. Not that there is no order or logic, but that the logic is fitted to me singularly — just as each person's educational program should be prescribed by his own individual and personal logic, not dependent upon the declarations of a board or council of higher education."

Another writes: *"Most of what I want to learn will be learned by doing it. It's the only way to learn it. I don't admit to be without need of help. I need counselors and confidantes. I ask for your help in my education, but I don't ask you for an education."*

"Formal schooling ended for me at 14, when I became a commercial radio operator during World War I. I read voraciously for 6 years at sea . . . English, German, French. Then a few years on newspapers, a radio review of books, music and art from 1923-26. An appropriate academic background seems an essential prerequisite (a) to do a book on art in architecture and (b) to teach others understanding and enjoyment of the arts . . . also to organize and check on more than 50 years' of such enjoyment. At my age (71) any long range program must be compressed and accelerated."

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organizing concept

2

A criticism that figured large in campus protests was that students have seldom been sufficiently involved in the design and governance of colleges. It is clear that students are less resistant to programs they themselves have helped to devise and to operate. Also students gain important knowledge and experience from understanding the issues that the faculty and administration must confront. Working together helps to heal destructive breaches.

Integral with broadening the student's role in his learning process is broadening his involvement in the design of the UWW program of each unit. The most common configuration was a committee of approximately a dozen people, as in the Chicago State University model:

"The program has been designed and governed from the beginning by an advisory committee of about 12 members, four of them current or prospective students, and the others about equally divided between faculty and administrators. This committee has met at least semimonthly and often weekly for about two hours — much longer during the time of selecting candidates for admission. The group has served without external reward of any kind and has made decisions on the basis of consensus. All major decisions as to policy and practice are the province of the committee, including decisions as to who is admitted to the program."

There were variations, however. The University of Massachusetts, for example, had as many as sixty students involved at a given time, using seminar and independent study options to grant credit to students who took part in developing the UWW. Roger Williams had a student-faculty co-directorship for a time. A number of institutions used task forces, co-ordinated by the program director or a student-faculty advisory council. Howard University had seven task groups, for publicity, advising, admissions, orientation, development of the Inventory of Learning Resources, pro-

grams to be developed at individual schools of the University, and assessment and evaluation.

The maximizing of student participation in program governance has also been a key objective, especially of those units that sought to create a "community of learners." Here again the models vary from those that were more heavily weighted with faculty-staff to plans in which all program participants — students, faculty, administration, and persons from the community — have a significant and equal voice in decision-making.

Northeastern Illinois and Loretto Heights, to name two, have vested decisional power in steering committees. At Loretto Heights:

"The plan for fall '71 was that the Steering Committee would include four students, diverse in age, sex, interests, background and educational experience, two faculty advisers, the director, one trustee, and one community person. The entire UWW group participated in the selection of these persons during the Orientation Workshop in August. Students who were interested in the Steering Committee governance role volunteered to be nominees for these positions: four were elected, and many received credit as a UWW Laboratory in Innovative Education. . . . It is also anticipated that the entire UWW group, including all students, faculty, staff, administrators, adjunct faculty, etc., will evolve a method of participation in planning, decision-making, and policy-setting for everyone in the program. This may become a monthly total UWW community meeting to be translated into action taken by the Steering Committee and any task forces, ad hoc committees, or standing committees that evolve therefrom. . . . The areas or systems delineated as requiring policy decisions and implementation are: Planning and Development, Governance, Administration and Management, Communications, Program, and Research and Evaluation."

At Staten Island Community College and Westminster's UWW Berkeley unit students will have the power to hire and fire the faculty, as well as deal with curricula and assessment. The University of Massachusetts has a Policy Board of two students, two staff members, and two resource people, each selected by the entire community to serve rotating two-year terms.

"I will be receiving my discharge from the Navy in about 2 months and am looking forward to furthering my education but I doubt very seriously that I will be able to tolerate the academic restrictions put on me in a normal four-year college. I can't picture myself as a freshman in a four-year college."

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organizing concept

3

Most students come to college unprepared for self-directed study. For the most part the planning and direction of their educational experiences has been determined by others. Too often they have been told what to do and when, where, and how to do it. A major challenge for higher education is to help students overcome their dependence and to achieve confidence in setting and pursuing their own educational goals.

Most UWW institutions are conducting special orientation and/or seminar programs designed to prepare students for their UWW experience and to help them develop the attitudes and skills necessary for learning on one's own.

Orientation models have varied considerably. Stephens' is the longest, consuming an entire quarter and functioning as a two-way Common Course, giving students a chance to relate their learning to broader contexts, and giving the staff a chance to assess student and programatic needs. More commonly, orientation sessions lasted from a couple of days to a week. UWW San Francisco gave arriving students a "Survival Kit" and ample moral support during the first week, allowing time to get settled, housed, and acquainted with the Bay Area, and in the second week convened a series of interest groups around community resources, people and facilities. Staff seminars, film showings, parties, general meetings and interviews also took place.

Loretto Heights planned six days of orientation activities hoping to achieve an ambitious variety of goals and purposes:

"Activities included a picnic, exchanging information and ideas to help know each other and form a group, clarification of the UWW program, selecting advisers, individual and group goal setting, contract writing, forming a total group, making UWW decisions such as Steering Committee Elections and Student Program Assistant selection, registration, fixing up the office to function for all participants, and generally setting the stage for the semester ahead."

Northeastern Illinois University conducted a similar

Excerpts from Roger Williams UWW orientation guide

You start where you are and construct your own curriculum with the assistance of a facilitator. For example, you may put together a combination of courses, work experience (internships), independent study, reading lists, travel, dialogue with the facilitator, study of a specialization under adjunct faculty, etc.

You use the world as a resource instead of primarily classrooms, libraries, and extracurricular activities. An *Inventory of Learning Resources* (super Whole Earth Catalogue of educational experiences) is being developed to help facilitate the student in finding worthwhile endeavors. The student is encouraged to seek out and develop personal resources.

You choose your own facilitator. An initial group will be provided for the students to choose from. Students and facilitators will interact in an intensive limbo session and after finding someone whom you want to work with, will then center into a working relationship if mutually desirable. . . . A facilitator is a teacher, counselor, friend, we hope, one who you feel can take you places where you haven't been, such as fuller realization, understanding, awareness, etc.

You are bound by no time requirements except those natural ones which you impose on yourself. External time impositions will be minimal. Your personal time requirements will be arranged by you in consultation with your facilitator to enable you to meet your educational goals.

You request your own degree and set up your own degree evaluation procedures. The procedure may include accumulating a portfolio of *all* you've done. This will be submitted to an evaluation board for approval. This provides for accountability. UWW wishes to stress the development of the lifelong learner. A degree is not meant to terminate the education process, it is only meant to show personal and intellectual growth and to provide the traditional certification (if desired) for non-traditional learning. We hope this will facilitate social change. The above specifics are not definite, but rather they indicate the direction in which we are heading.

orientation, except that it was entirely voluntary. Held at a camp outside the city, about one third of the students came and participated in the full range of community experiences with ample time left to meet faculty and iep out anxieties.

As part of its orientation program, Roger Williams provided students with a packet of information which included a statement on differences between a UWW and a normal college education (see illustration). The College followed its orientation program with a series of one-week workshops designed to explore problems students were facing as they moved into their UWW programs.

New College, which is primarily campus-based, orients its students to off-campus activity in a three-part activity that includes being dropped off in an unfamiliar community for a day to explore and learn as much about it as possible, a group sharing seminar, and exercises in recording field-experience. This orientation is optional but recommended. New College also orients its students extensively, in print, to the UWW learning contract format, which has been adopted as an all-college procedure.

A number of institutions have developed special **Guides to Self-Directed Study,** and/or seminars to develop student independence in learning.

At the University of Minnesota, where UWW students are spread out over a wide geographical area, a guide to **Learning How to Learn** is supplied to all UWW students. The guide contains some nine or ten exercises which students are asked to complete as preparation for or in connection with the UWW program. Their director writes:

"For instance, we supply a bibliography on readings on innovative education and the psychology of learning, and the student is told he need read none of them, but he can read some or all of them if he chooses. For every book he reads, however, he is asked to write a one page essay on why he chose to read the book, and describing how it did or did not meet his learning needs. Also we have students doing on-site, one-day investigations of a town or a shopping center or some place like that. Another exercise has the student interviewing faculty members as to why the faculty person's subject area is worth studying, why it's worth learning. That is the number one question we ask, what is worth learning and why is it important to you personally and to the world in general. Our experience is that students who are starting independent studies need this kind of help in knowing how to plug into resources and people. But once they've started, they really move; it's just that first

The University of Massachusetts Learning Skills Guide

Overview
Self-directed learning skills groups are an attempt to turn on our potentials and strengths. The groups could be one way of helping you to get back in touch with your intuitions about learning and a way to improve your ability to structure your learning around your needs, interests, and personal style.

Something like:
— getting into your own agenda (what you want)
— digging on (learning to enjoy) your strengths (style)
and — learning to negotiate from that agenda and for the right to use those strengths both within yourself (inside your own head) and with others.

How's it done?
There are two tracks that become, to a greater or lesser degree, interwoven, depending on the group. One is built around some of the tools that have been developed within the education reform movement, sort of a technology of self-directed learning. The other track comes out of the human potential movement. It's an adaptation of the Human Potential Seminar developed at Kendall College.

Diagrammatically, it looks like this:

	Human Potential		Learning Technology
set goals	People meeting each other, sharing ourselves with others; talking about what we are doing and have done that we feel good about. What we *want* to do.	**Learning about each other**	Talk about learning needs, reasons why each person came to group; personal learning styles . . . what we want to learn and how we like to learn — how we learn easily.
goal review	Further learning about each other, through sharing peak experiences: group chain reaction of free associations about deeply moving positive-resulting experiences.		Discussion of learning interviews done during week, both general & learning style & consider using each other and rest of world as resources. Talk about sharing learning, setting semester goals, then begin to negotiate long term goals (semester learning contracts) with the group.
set goals			
goal review set goals	Consider past achievement & successes; how, when, where, result, patterns; talk about achieving.		Learning goals in relation to achievements, desires for future achievements. Begin to share completed major goals. Continue negotiations.
	Video Tape Feedback can be done about here.		
goal review	Listing and talking about each person's strengths-potentials: people being supportive, positive to each other, accepting positive support from each other, accepting ourselves. Talk about what is important to each of us, and how to live what is important through questions, uncover values, hierarchy of values, appreciate values. After finding out what is important to each of us, a way is found to test through a short term goal or goals how it feels to live true to the values we assume, in a situation where we use our strengths resolving conflict situations by blending our assumed values with what we learn from those test experiences.	**Sharing & using perceptions about ourselves & each other**	Using potentials as take-off for new goals, talk about learning (how and what) that lets us use our strengths, and *do* learning that uses strengths. Continue sharing major goals; finish negotiations. Talk about: learning as a way of fulfilling ourselves. . . . Learning what is important (what each of us finds valuable). Continue sharing completed major goals. Finish sharing of completed major goals; evaluation by ourselves and the group of our individual participation in the experience. Group evaluation of the process/ experience.

Weekly Goal-Setting (continual process) ties tracks together.

difficult stab that we are trying to help with."

The University of Massachusetts set up learning skills groups designed to aid individuals in using personal strengths and to fulfill needs and wants. Some excerpts from their **Learning Skills Guide** used with their seminar on self-directed learning are shown on page 21.

The University of South Carolina offers three seminars for UWW students, one dealing with alienation of the self, another with self-exploration, and a third with recognizing and developing one's learning style.

In addition to orientation and seminar programs, all UWW units have sought to develop procedures for maintaining interaction among students, teacher-advisers, and others.

At Morgan State, Berkeley, Friends World, and Loretto Heights, optimum contact is achieved through weekly dialogue, either individually or in groups, between advisers and students. For students whose program activities may be centered on a campus or in the immediate vicinity, such as at New College at Sarasota, Northeastern Illinois University, UWW Berkeley, UWW San Francisco, Stephens, and Morgan State, contact is virtually on demand with advisers in effect "on-call." Howard asks students to meet with their advisers at least every two weeks, and emphasizes that variety in means of contact, such as by telephone, correspondence or cassettes, is often useful. Chicago State supplements its schedule of biweekly adviser conferences with the request that students confer with the Project Director at least once a month, while the University of Minnesota maintains advising contacts with its students through correspondence, telephone and occasional visits.

A number of institutions have also conducted training programs for advisers. The most elaborate of these is at Morgan State College, which designed a program of five 3½-hour workshops for advisers participating in its UWW-University Year in Action program. Some excerpts from their adviser-training program plan follow:

"One of my reasons for wanting to leave my present college is that I find that the stress here is to make 'the grade.' The attitude among teachers and students is to strive for a letter which to me doesn't signify that one has learned anything. Motivation, with me, begins with *wanting* to learn. This can take place in a traditional school, but it is usually stifled in the competitive stream."

Memorandum on Role and Training of Advisers,
Morgan State UWW University Year in Action Program

The student/adviser is a unique relationship that will determine the quality and scope of a student's education. . . .

Approximately five 3½-hour workshop sessions for college instructors during the transition from their customary classroom procedures to the role of adviser and resource will be conducted by ACTION staff members, participating instructors, adjunct staff, and resource persons.

One session will focus on "The Arts of Contributing." The goal of this session, in addition to general ice-breaking and helping people get acquainted, is to develop guidelines for individual behavior that will help the group reach its goals. This will be done through role plays of groups working on tasks. In the discussions after the role plays, the group will draw conclusions about what happened and what hindered progress.

Another session will focus on self-understanding. A possible title for this session is "Who am I? Why am I here? What do I want?" During this session, group participants will have an opportunity to share thoughts and feelings they have about themselves as well as their expectations for ACTION. In this way all members will be better able to help each person in the workshop get what he or she wants. Personal learning is facilitated by shared understanding.

A third session will focus on "Ethical Issues in Open Education." . . . The uncommonness of open education at the college level may indeed cause some of the issues to be raised afresh, where they formerly were submerged in custom and routine. Yet it will be evident that many of the ethical questions in the following list are applicable to conventional as well as novel teaching approaches. Some of the questions will never be generally teaching approaches. Some of the questions will never be generally resolved with "right" or "wrong" judgments; they require continued examination and discussion by teachers, and often lend themselves only to highly personal resolutions.

Here are the most salient issues involved:
How do you know when you are competent as an adviser?
How do you define the boundaries of your competence as an adviser?
How can you continue to assess and improve your level of competence as an ACTION adviser?
Who should decide what is in the best interest of group members?
What is "sensible regard for the social codes and moral expectations of the community?"

Other possible sessions will focus on "The Helping Relationship" (Typical helper roles include over-directive, direction-avoidance, coaching), "Getting It Together," "Aiming," "Exploring the Uses of Imagination," and "Respect for Other Value Systems."

Part of the faculty member's training will be embedded in his role as an adviser. Initial conferences with volunteers will be conducted at target agencies under the guidance of the program developer. This way faculty advisers will acquire firsthand knowledge about the operations of community action centers as volunteers and community action personnel attempt to ameliorate problems in the inner city. . . .

Various media will be used in the sessions. Moreover, sessions will be conducted in such a way that all participants will have an opportunity to build team relationships with their new colleagues, to develop skills in performance of their new roles, and to test ideas and procedures with a number of student participants. The major educative influence in the training sessions will come from interactions among participants. Comparable training will be employed for new personnel as they come into the program.

organizing concept

4

No two students are exactly alike in their background, educational aptitudes, interests, and needs. Wasteful "lock-step" methods must be replaced by adaptation to the individual student — taking into account his long-term and short-term goals. Students are likely to be more highly motivated and their education programs are likely to take on much more meaning when these programs are designed by and for the student as a unique person.

Although almost all of the enrolled University Without Walls students began their programs in the fall of 1971, that was the only thing that all UWW students will ever have in common. From now on, students will enter the program at various time periods, they will study in "episodes" or "variable time frames" that best suit their program, and will be graduated when they have achieved the learning objectives agreed on by the student and his adviser, be it one, four, ten, or twenty years after he entered.

Each program is individually tailored to the needs, interests, and motivations of each student. At this time, over 60 per cent of UWW students are doing independent study, while nearly that same percentage are participating in an internship or work experience of some kind (with many internship activities combined with independent study). In addition, although there is no fixed curriculum, roughly 40 per cent of the students are taking "college courses," but that figure reflects students in the programs (University of Massachusetts, Stephens, Bard) that give special campus-based seminars for their students and those programs (Goddard and New College at Sarasota) that are undergoing institutional transitions to become UWW schools in entirety.

Several institutions (New College at Sarasota, Northeastern Illinois University, Chicago State University, Loretto Heights College) employ a *learning contract* in which a student specifies objectives he hopes to achieve, proposed learning experiences, how much time he anticipates the study will take, and

evaluation procedures to be applied. These learning contracts are usually set up in such a way that the student may modify his contract as his learning goals change or as his processes for achieving his goal deviate from his own prediction.

In most instances the number of credits awarded for the completion of a particular experience is worked out between the student and faculty adviser(s) and depends on the kinds of experiences in which the student is engaged and the length of time he spends on them. Several institutions, such as the University of South Carolina and the University of Massachusetts, have developed procedures by which variable amounts of credits can be earned through existing courses.

Skidmore College and Northeastern Illinois University are experimenting with individual comprehensive degree plans for their students. These plans identify work to be completed and evaluation procedures to be employed in the attainment of the UWW degree. Achievement of the degree is not tied to any credit-hour formula, but rather to the accomplishment of degree criteria. While these plans are in an early stage of testing and development, they will bear special study as the UWW tries to break away from the credit-base determiner of a degree-granting program.

Another problem that the UWW units are just beginning to deal with is crediting students for previous experiences. This is particularly so with a number of mature students who enter the UWW with considerable experience, much of which can be equated with educational attainments expected of undergraduate students.

A study of the roster of persons now enrolled in the UWW units offers dramatic evidence of this point. It includes, for example, a 71-year-old man born in Hungary who speaks and reads five languages and whose career includes press and radio work and reviews of music and literature; a man in his fifties who has long pursued on his own a scholarly interest in the history of the Civil War and who has written 20 articles and published two books; a nineteen-year-old college freshman who has already had two books on children's literature accepted for publication; a 21-year-old woman who is consultant and co-ordinator of a training program in social change; and many others whose accomplishments demonstrate the achievement of many of the objectives of undergraduate education, but who do not have an undergraduate degree.

The plans being evolved at Skidmore and at Bard

Colleges are indicative of the ways by which the UWW institutions are dealing with this problem of the crediting of previous experiences.

Skidmore College asks each such student to write out what he thinks might reasonably be expected for a baccalaureate degree in his field, considering the degree requirements as laid out in several college catalogs. Then the student is asked to equate various parts of his experience to some of these expectations and to specify what, in addition to these previous activities, he might reasonably be expected to complete as he rounds out his college education. Without equating the life-experience to a given number of credit points, the UWW staff, aided by a committee of "knowledgeable people" who have worked in the field the student has chosen as his major, decides whether the proposed program fulfills criteria for awarding the degree or what additional experiences the student should have in order to meet these criteria.

Bard College is using a procedure whereby a department or faculty member in the area in which a student is to be evaluated, reviews with the student his previous experience and grasp of the standard material in the field. On the basis of this discussion and evaluation, a recommendation for some specified number of credit equivalents (this might be for a year's credit or more) is made to the UWW Steering Committee which is composed of three UWW faculty members, two UWW students and one Bard student not in the UWW. This recommendation for credits may be approved as made or modified by the Steering Committee. In cases where the college does not have professional staff of its own available to evaluate the student's previous experience, Bard plans to make use of outside consultants whose judgments constitute recommendations to the Steering Committee. Where appropriate, Bard also makes use of achievement examinations as a way of granting students credit for previous experience.

"I am currently enrolled as a college freshman, but I don't think it will do anything good for me. Not because it is a bad place, just that right now I don't think it is right. I want to try something but things are too strong to do it alone. Is your University Without Walls a real thing? Can I be part of it?"

"I have a friend in the building trades industry — he is an officer in the Painter's Union — who never finished college and is interested in the University Without Walls."

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organizing concept

5

There are many ways in which students can learn; the traditional college class in which the professor lectures or leads discussion is one way. Students also learn from their own firsthand experiences, from friends, from employers or supervisors, from television, radio, films, newspapers, magazines, books, travel, and interaction in various cultures and sub-cultures.

The University Without Walls stresses the use of a wide range of resources for teaching and learning: regular course work as desirable or needed; internships, apprenticeships, and field experiences; independent study and individual and group projects; field seminars and use of adjunct faculty (persons outside the college); travel in this country and abroad; and programmed material, cassettes and other technologically aided materials.

Each UWW unit has made considerable progress in identifying new resources for teaching and learning within its program and in indexing and classifying these resources for use in its **Inventory of Learning Resources.** The search for resources has taken many forms, from phone-book reading and letters to meetings of interested persons and footwork.

UWW San Francisco developed its file largely through the efforts of a third-year student who throughout the spring of 1971 laid the groundwork, and then organized a staff of nine who spent the summer establishing ties with possible internship and apprenticeship situations, prospective adjunct faculty, equipment, and other people, places, and things that would enrich the program. Each person on the development staff took a certain area such as "film" or "law" or "education," and that person handled all the resources related to this area. They have a cross-referenced file including 125 internship/apprenticeship positions (80 of these for pay or for room and board) and have space-available access to classes at a number of nearby institutions including the San Francisco Art Institute, California College of Arts and Crafts, UC Extension in San Francisco, Mills College and Lone Mountain College.

Northeastern Illinois University sent a letter to over 2000 Chicago-area businesses and agencies that had been identified as prime learning possibilities, and the response demonstrated that there would be ample opportunities in almost any area a student was interested in pursuing. The University of South Carolina employed a similar approach.

Loretto Heights did a very selective mailing. They followed up their affirmative responses with a series of seminar/workshops in which they involved the resource people in the planning stage of the total UWW program.

Chicago State has established relationships with the Welfare Council of Greater Chicago, an umbrella organization with hundreds of opportunities within its affiliates, and with the Chicago Urban Corps. Howard University is using the Smithsonian Institution and has also received enthusiastic responses from such agencies as the Manpower Assistance Project and the Technical Assistance Services, Inc. Friends World College, with centers in Mexico, Europe, India, Japan, Africa, and the United States, has six data banks scattered around the world.

The **Inventories of Learning Resources** are set up at most institutions in card-index files, although several institutions have produced a first version (usually mimeograph) in booklet form.

Learning opportunities are generally catalogued by interest and subject matter areas but also are often cross-referenced under such topics as Internship, Job and Field Opportunities; Adjunct Faculty, Facilitators and other Human Resources; Learning Materials; Opportunities in other Institutions; Travel and Related Opportunities; General Resources; and by other topics that pull together key information on a particular resource. The "Big Rock Whole Earth Speckled Learning Catalog" developed by Roger Williams College lists a variety of opportunities available by persons, places and things from acting to special education to urban studies, identifying in each case the person or source to be contacted and the conditions under which the learning opportunity may be available. Morgan State College has produced an Openings Networks booklet identifying learning opportunities under subsections such as "Explorations Available for People"; "Skilled People Available"; "People Seeking Skilled People"; "People With Interesting Things to Share"; "Directed Group Learning Situations"; "Service Opportunities"; "Resources Listed Elsewhere" and "Learning Resource Counselors." New College at Sarasota and Goddard College have developed "Human Resources Guides" and

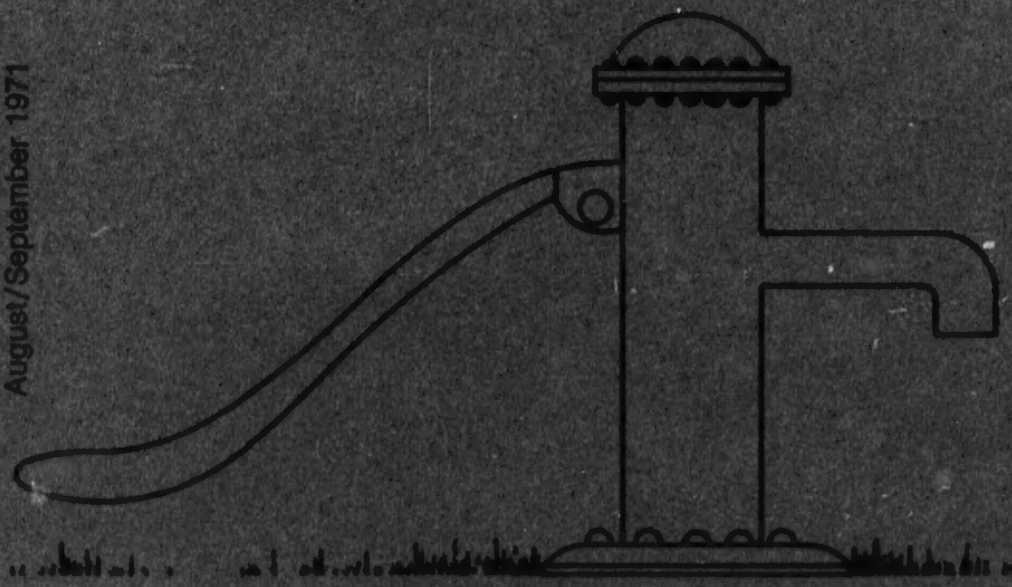
"Guides to Off-Campus Learning"; Antioch's San Francisco UWW unit has produced a mimeographed booklet called Priming the Pump (see illustration), which is also designed as a guide to student self-directed study.

As the program develops and students, faculty, and resources begin to flow from place to place, a national **Inventory of Learning Resources,** tying together the local directories and supplementing them with regional, national, and international opportunities identified by the central staff of the UECU, will become another key component of the program. Explorations for the development of a multi-access computer-based information retrieval and management system are already under way, with UECU staff members working on problems and assembling resource opportunities that might fit into such a system, co-ordinating the beginnings of an exchange network, and developing specifications for system design.

Antioch/West

Priming the Pump: Some ways to think about and design your program. Our intention was to generate a guide line which would apply to a variety of interests. It must be added to and deleted from . . . the details must be filled in with respect to your specific interests and goals. Use the blank space of this primer . . . it was designed for it. There is a lot to think about in this venture, and we all could share in knowing how you go about planning your program and where you go from there. Consider a seminar that would explore this . . . as well as self-direction of the program, evaluation, and decision-making in general.

August/September 1971



organizing concept

6

Many persons outside the regular educational institution can contribute significantly to students' undergraduate experience. Limiting educational leadership to the faculty of the colleges and universities deprives students of working with those men and women who are outstanding in their own roles and able to give students the most up-to-date viewpoints. Any society should include among its educators its best artists, scientists, writers, musicians, dancers, physicians, lawyers, clergymen, industrialists, financiers, and other specialists.

One important aspect of the University Without Walls is an adjunct faculty of persons from outside the classroom who serve in a variety of roles: as special or general advisers in program planning; in a tutorial or internship supervising capacity; in special counseling roles; or in more direct teaching roles, teaming with other adjuncts or college faculty for seminars-in-the-field and/or interdisciplinary offerings.

All UWW units have made great progress in integrating such community-based persons into their programs. Some 250 persons from many different professions and trades are already serving as adjuncts. The list of such persons is an impressive one. For example, adjuncts at Northeastern Illinois University include the executive director of the Sears Roebuck Foundation; the director of a center for curriculum design; a senior anthropologist at the Field Museum of Natural History; the director of community and human relations for the Chicago Board of Education; and the manager of communications and education for Science Research Associates. Adjuncts at the University of Minnesota include the director of a creative drama group, the commissioner of libraries for St. Paul, a practicing psychologist, a member of the Stillwater prison staff, and the president of a communications consulting firm. Loretto Heights College lists the director of the Denver Lyric Opera, the principal of an open elementary school, a private attorney, the local director of Common Cause, and the director

of the Colorado Civil Rights Commission.

In most instances adjuncts were recruited in connection with development of the institution's Inventory of Learning Resources, as local UWWs developed internship and other non-classroom learning opportunities. Many who read about the program in the press wrote to ask about making connection with the program. In other instances students, particularly those with special projects, identified persons with expertise and/or interests in their learning area.

Workshops to prepare adjunct professors for their new role have been conducted at Chicago State University, Loretto Heights College, Morgan State College, Roger Williams College, with others to come. While there has been some experimentation with financial models for compensating adjuncts, their enthusiasm and co-operation has generally overshadowed concern for compensation.

Most adjuncts are serving as program advisers, as internship supervisors, or in a tutorial-teaching capacity, particularly for special projects in such fields as literature and writing, the arts, and environmental and urban planning. Special seminars-in-the-field conducted by adjunct faculty are beginning to be developed. For example, Skidmore College has launched a multi-disciplinary seminar on "Contemporary Issues in America." The course is taught by 10 members of the Skidmore faculty, each from a different discipline, and several adjuncts, including an elementary school principal and a psychologist. The course grew out of the request of para-professionals enrolled in the Skidmore UWW. Skidmore has also developed a field seminar on Literature for Children which is taught jointly by a staff member of its Literature Department and an adjunct faculty member specializing in children's literature. At Loretto Heights, five early admissions freshmen in the UWW program have formed a "learning community" and have engaged their own adjunct faculty member, a young nun interested in educational and social change, to conduct seminars and other program activities with them. UWW San Francisco plans to develop several field seminars in Visual Communications and the Arts. Morgan State College is developing field seminars in connection with its University Year in Action program.

Adjunct faculty are listed in the institutions' Inventory of Learning Resources by area of interest or program specialty. Most are simply shown as adjunct faculty, learning resources persons, or teacher-facilitators, and generally do not carry a regular professional appointment at the institution.

organizing concept 7

Not even the largest "multiversity" can offer all the resources needed by students today. One possibility, in our mobile society, is freedom for the student to go wherever he is likely to find what he needs. In addition, the student's education may be greatly enhanced if he can be part of the "mix" of more than one educational institution.

Another major idea of the University Without Walls is that students at any one unit have access to resources of other UWW institutions. Work is beginning on procedures enabling students to do this. Informal student exchanges have already taken place, and workshops of project directors were held at the end of 1971 to consider facilitating student flow among UWW units. Problems to be overcome are the different tuitions among UWW institutions and transportation and related costs incurred by students.

Several proposals have emerged thus far:

1. That the UWW develop an exchange program around the plan now in use in schools employing the 4-1-4 plan, where students spend a month (January or February term) in off-campus study or at another institution. Under this plan students pay tuition only to the institution in which they are already enrolled. Students handle transportation, housing costs, and maintenance at the receiving institution.

2. That a pilot experiment be conducted in 1972-1973, in which each unit accepts not more than 20 students from other UWW schools. A preliminary step would be preparation of a statement by each Project Director of the distinctive learning opportunities his unit offers. These would be compiled into an inventory of possible exchange experiences and made available to all UWW students.

3. That a flat rate fee apply to all student exchanges. This fee, payable to the receiving institution, would be lower than now charged by most private institutions (and within reach of most UWW students).

Additional workshops on these questions are planned, and the Union is establishing a Central Coordinating Office (at a UWW unit) to manage student interchange. This Office would also encourage and develop procedures for faculty interchange.

organizing concept

8

Traditional assessment procedures (time spent in classroom, course credits, grades, achievement tests on prescribed subject matter) do not reveal enough about the individual's growth and development. This is likely to be especially true in the UWW program, where students are working in many different ways and settings . . . One crucial task of the UWW program will be to find new approaches to evaluation that will periodically appraise the individual's cognitive and affective learning for the student and his adviser.

Planning for assessment of the UWW student has proceeded in several ways: Teams of students and faculty at each UWW institution were asked to develop some ideas about procedures for both cognitive and affective areas of the students' growth and development. Using these ideas, the Union staff then prepared a working document on "Ideas for Assessment on the UWW Student". This document was discussed in workshop meetings at which outside consultants joined project directors, students, and Union staff. Then individual units of the UWW were asked to develop further their ideas for assessment and resubmit them to the Central office, which in turn circulated a summary of the approaches being considered to all UWW institutions.

While the Union views the assessment planning as evolving (with additional workshops on assessment being held during the winter and spring of 1972, after institutions have worked more intensively with students and tested some of their ideas), the procedures outlined below reflect the basis for assesment to be used (or now in use) at most units:

1. Students will be expected to keep some kind of continuing documentation and evaluation of their experiences. This may take the form of a portfolio, a log, a protocol, or other kind of record. The student's "portfolio" is generally expected to include information on learning objectives, procedures for achieving them, and evidence of attaining them. The latter may include evaluations from employers, internship au-

pervisors, adjunct faculty, other faculty, and student colleagues as well as self-evaluations. Students are to include products or materials as evidence of activities and accomplishments. For example, these might include a research paper, "feedback" material from internship supervisors or "clients" with whom the student has worked, photographs or works of art.

2. Most UWW institutions will periodically assess the student's record of accomplishment. Persons involved in this process will be the student, his teacher-advisers, and one or more adjunct faculty persons; at times there may also be other persons who have been close to the student's work, such as students and other UWW faculty.

3. Students in most units will be expected to produce a noteworthy contribution or culminating project before award of the UWW degree. This contribution is intended to be flexible and provide the student with an opportunity to concentrate a significant portion of his time and energies in an area of special interest to him. It may be a work of art, a research finding, a book, a major paper, production of a play or film, a significant community service, or other activity decided on by the student and his adviser(s).

4. Most institutions plan to have a review committee to assess the student's record of achievement and to make the final decision on the award of the degree, based on the accomplishment of learning objectives. In general this review committee will include those persons who have worked most closely with the student during his UWW career. A number of institutions will include adjunct faculty and some non-UWW faculty on this committee.

Other proposed procedures include the use of rating scales and of outside examiners. Some institutions will make use of achievement examinations, but primarily for providing feedback to students in certain subject-matter areas rather than as criteria for award of the degree.

Excerpts from the UWW Staff Paper on Assessment and a copy of the Antioch-San Francisco UWW Documentation process follow.

Staff Paper: Ideas for Assessment on the UWW student (Working Document #1)

1. *Competence* of the candidate rather than time spent in courses or any accumulation of credits should be our main criterion.

2. The UWW is organized primarily to offer opportunities for *learning*. . . . It is not the intent of the University Without Walls to award a degree in recognition solely on what students have learned and achieved *prior* to entering the UWW.

3. Each unit of UWW shall work out its own statement of any *goals* it expects students to work toward as they progress toward a degree. Each student may choose among these and may add others of special importance to him. . . . Plans worked out by each student and his adviser may be confirmed by a UWW faculty committee; the student may propose change as needed, but this approval will protect him from additional requirements.

4. Appraisal of readiness for a degree might well include concern for *both* processes and products; *both* cognitive and affective growth; *both* breadth and depth; *both* independent study and constructive use of interaction with fellow students, staff, and other competent persons; *both* what the student has acquired and what he has contributed.

5. Procedures for *periodic assessment* of progress toward the specified goals should be defined and made explicit to all students and staff.

6. Each student is expected to keep a *cumulative record* of his learning experiences in UWW. Each entry in this record (protocol, "log") should state the purpose of each activity, what was done, and should include an evaluation by the student of what he learned.

7. At intervals each student might summarize his learning activities in a *transcript* designed to be helpful to any external agencies (employers, transfer to other schools, admission to graduate school, etc.) to which the student might at some later time be applying. The transcript is a condensation of the "log," stated in terms commonly used by the type of agency for whom it is being prepared.

8. Each student's record should include, in addition to his own subjective appraisals, whatever *external or objective* indications of his progress are appropriate. For example, increased efficiency on a job might be evidenced by ratings of supervisors, colleagues, or subordinates. Development of broader interests might be demonstrated by new skills acquired, participation and leadership in different organizations, or community services not rendered before. Creativity and originality may be apparent in works of art or in improved ways of working at many kinds of tasks. Expanding intellectual interests may be recorded in papers based upon the investigation of new questions in previously unexplored areas.

9. His *"noteworthy contribution"* is an essential step demonstrating a student's readiness for a degree. This may be a work of art, a research finding, or a community service. It will be intended to show that the candidate for a degree is more than a consumer of what earlier scholars, creative artists, and social leaders have given to him. He will be challenged to find his own way of making a contribution that will be of some value to others.

10. Students in UWW who seek accreditation in a particular vocation (teaching, nursing, etc.) will be helped by their adviser-facilitator to plan their programs to meet the externally prescribed requirements.

11. Standardized tests should be made available whenever the results might prove helpful to students (e.g., in knowing how their knowledge compares with that obtained in other programs). . . . It is not intended that such proficiency tests be generally required for credit toward degrees.

12. When a student and his adviser are agreed that he is probably ready for graduation, they will assemble for him a *Review Committee*. The members might include the student himself, his major adviser, another faculty member of the affiliated college, one or more persons who have observed the student's work on a job or in the field (adjunct professors), and other students in UWW who have had fairly close contacts with the candidate. The Review Committee, after considering the whole record of the candidate's work and achievements in the UWW, against the standard of goals set by the UWW unit and by the student himself, is to recommend graduation or certain activities to strengthen the candidate in important areas of weakness.

documentation process

We see a need for documentation of the movement towards a student's educational objectives. A convenient vehicle for this record-keeping of a student's program is a portfolio which will contain ongoing details of a student's progress plus the final outcome of that progress.

A student and an adviser will together plan the activities to reach a student's educational goals. In pursuing the planned goals of a learning activity, they have the dual responsibility to add periodically to the portfolio so that details of a particular learning activity are recorded. These details include time spent in an activity. This is important in terms of judging the magnitude of the project and would be useful in the eventuality that the student chooses to have the activity represented in terms of credit hours in accordance with the demands of an outside institution like a graduate school. Credit hours really strive to place educational activity on a common scale of time that is readily understood by a broad range of academic institutions. Although other institutions record activity in credits, we think this is unrealistic. However, the rates at which a group of students pursue the same educational objective varies according to each individual student and each individual professor. We would like to have that diversity in time needed to reach an objective fully in evidence in the portfolio, so that there is no doubt as to the relation of time commitment and credit-hours if a student chooses to go the credit route in his documentation. Credits then are merely an outcome of the study and not a starting point to be considered by a student and his adviser.

Other considerations in the ongoing documentation include written notations from the student and the adjunct faculty member or person most closely associated with the student and his specific activity. This includes feedback from the employer and fellow employees in an internship/apprenticeship setting. The day-to-day mechanical difficulties encountered when a student makes a mistake and the resultant criticism from adjunct faculty and the student himself are necessary and useful to adequate documentation.

We see the outcome of a student's performance in terms of a product of a tangible nature. There is flexibility in the kind of product, and it could include a dance performance, a skills exam, a paper, or a new language. In the case of an event or anything which cannot of itself be included in the portfolio, any feedback in the form of photographs or testimony from people observing this product is necessary. The kind of product will be natural to the kind of learning activity pursued, and will be integral to the portfolio.

Finally, the written essays of core and adjunct faculty consulted for documentation plus the chronicle of the adviser-student pair are to be periodically brought together and examined by a meeting of all involved in that writing. (This meeting is distinguished from the committee of adviser, student, and other people in a supportive role who will decide when the student's total degree requirements are fulfilled for graduation.) The student has the right to invite to this meeting whomever he feels is necessary for an adequate study of the assembled portfolio. These invitations might be extended to a fellow student closely associated with the student and/or his activity. A tape of this important meeting could be taken to include in the portfolio as a further documentation. This kind of meeting would logically come at the end of the activity, but could conceivably come in the middle of a project, when criticism and suggestion from external sources can be extremely valuable to the student. This would be up to the student to decide when the time is right. This body of descriptive language and evidence incorporated in a portfolio will provide a full documentation of the process engaged by a student in his program at Antioch/West.

award of the degree

Responsibility for determining whether a candidate has fulfilled requirements for a UWW degree rests with the governing body of the UWW unit at each institution. Successful candidates are to be recommended to the UECU, which has authority to grant degrees. The Union-UWW degree will carry the notation: "A Degree of the Union for Experimenting Colleges and Universities: Sponsoring Institution. . . ."

Each unit of UWW offering a Union degree has prepared or is in the process of preparing a statement of the criteria and procedures it proposes to use in judging fitness for a baccalaureate degree through UWW. A committee on the Union-UWW degree will be appointed by the Union Board of Directors. The function of this committee will be: (1) to study criteria and procedures being used for award of Union degrees and to offer suggestions for improvement if these arise; (2) to share with all units of the UWW interesting new ideas for better assessment; and (3) generally to engage with local UWW units in collaborative efforts for improvement of ways of judging readiness for graduation. The Committee will report on each year's experience with the UWW degree, appraising what has been done and suggesting any desirable changes.

The Committee on the Union-Undergraduate Degree is to be made up of three project directors from units offering Union degrees; two students who are candidates for Union degrees; two presidents of Union colleges, representing the Union for Experimenting Colleges and Universities; one member of the central staff of the Union; and the President of the Union (ex-officio). This then will be a committee with nine members. Representatives in most categories will rotate so that, in any year, some members are new and some have had experience.

"Briefly my background is: following a semester at college, I wrote for five years. My writings have been published privately by friends. Followed one year in the Peace Corps in Mauritania, West Africa. After much reluctance, on the part of the U.S. Civil Service Commission (because of my academic drop-out status) I managed in 1968 to get work as a Program Analyst for the U.S. Office of Economic Opportunity. For the past year I've headed a $200,000 yearly community action agency in the North Pacific . . . doing community organization, co-operative economic development for the poor and advocacy training for disenfranchised people. My staff numbers 40 people. I don't believe I would arrive at an undergraduate program unprepared."

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research on the University Without Walls

It is regrettable that so many projects for the improvement of higher education have been introduced with no serious attention to testing their merits or defects. Patricia Kendall has commented: "The creators of experimental programs often impress one as being men of conviction who have little question about the efficacy of the changes they have introduced."[1] Sponsors feel confident of the value of the enterprise which has been a fulfillment of their dreams, achieved by creative effort, often after years of frustration, but seldom make a serious effort to evaluate the meaning and impact of their undertakings. Their favorable attitudes are usually reinforced by those students who have selected-in and who remain active in the innovation.

The proposal of the University Without Walls calls for major research on its effectiveness. This research is intended to obtain evidence of the impact of the UWW on (a) the achievement of students' learning goals and their overall intellectual, personal and social development; (b) effects of the program on others who have been involved in it (faculty, advisers, adjunct, and other community persons) and others who have not; (c) the program's influence within and outside the institution; (d) spin-off effects on other groups; (e) special contributions to certain students such as the highly disadvantaged, and (f) implications for costs of higher education.

A recent grant (July, 1971) from the Research Division of the U.S. Office of Education provided the Union with funds to develop procedures for evaluation of the UWW students and to formulate research on the UWW program.

The approach to a research design followed a pattern similar to that used in planning for assessment of the UWW students: planning teams of project directors, faculty, and students were asked to meet with Union staff members and outside consultants in several workshop sessions to consider the objectives of a research plan on the University Without Walls and to begin to evolve a research design. Project directors at the individual institutions have been asked to submit ideas for research on the UWW. About twenty authorities on evaluation, creativity, and research in higher education (S. M. Corey, E. M. Glaser, H. L. Hodgkinson, L. H. Litten, W. B. Martin, S. M. Miller, E. H. Schein, E. P. Torrance, and others) have been asked to respond to and add ideas to a paper prepared by the staff of the Union entitled "Toward a Design for Research to Evaluate the University With-

[1]Kendall, Patricia, Evaluating an experimental program in medical education. In Miles, M.B. *Innovation in Education*, N.Y. Teachers College, Columbia University, 1964, p. 344

out Walls." Two consultants (Dr. Edwin Hallenbeck, Roger Williams College, and Dr. Thomas Clark of the University of Massachusetts) who are also project directors at their University Without Walls units have been asked to prepare preliminary drafts of plans for research on the University Without Walls programs. Using the ideas and suggestions for research growing out of this process, the staff of the Union is now preparing a preliminary draft of a research proposal for distribution and testing at the various UWW units. Next a final proposal for research on the UWW will be submitted to outside funding agencies, with full scale research on the UWW beginning in the summer or fall of 1972 as new groups of UWW students enter the program. The final plan for research is expected to extend over a three- to five-year period.

Based on the plans evolved thus far, it seems clear that research on the UWW will proceed along the following lines: (a) study of the main types of students entering UWW and the way each has developed in the program to include cognitive and affective indices of learning; (b) the main types of learning projects undertaken and the evaluation of each by advisers and students; (c) changes over time in student objectives, values, and learning targets; (d) some comparisons between UWW students and those comparable (in age, background, interests) in more conventional higher education; (e) changing attitudes toward the UWW program as seen by UWW students, others on the host campus, UWW core faculty, other faculty members, and administrators at the host college, employers and adjunct professors working with UWW students, and perhaps also other influential community members; (f) the nature and quality of the "Noteworthy Contributions" produced by UWW students; (g) the comparative costs per student in UWW and in more conventional college programs; and (h) the impact of UWW on the operations of other programs in the host institution.

Copies of the three documents prepared thus far are available from the Union's central office, as a separate supplement to this report: (1) "Staff paper #1, Union for Experimenting Colleges and Universities: Toward a Design for Research on the University Without Walls"; (2) "Consultant Paper #1: A Proposed Design for Research on the University Without Walls (prepared by Dr. Edwin Hallenbeck and a research team at Roger Williams College)"; and (3) "Consultant Paper #2: Proposal for Research on the University Without Walls (prepared by Dr. Thomas Clark and a research team at the University of Massachusetts)."

UWW and the Minority Group Student

The UWW has proved to be a very exciting and useful mechanism for minority group and low-income group students of a variety of ages and occupations and in several different applications.

General Applicability

One of the most salient features of the UWW applicability to any student, but particularly a minority group student, is that each student's program is individually tailored to that student based on both his educational background and his experientially acquired learning as well. This means that no longer is a minority student recruited to participate in a curriculum which is usually designed for upper and middle class students and into which the minority group student must fit; but rather there is an opportunity for the minority student to enter a program which is premised on his manipulation of the design to fit his cultural or racial identity, learning methods that complement style and length of time suitable to his needs, and finally to the kind of use to which he might put an undergraduate education. The program is also appropriate to those who might be older than the normal age and who have family obligations which require them to work. In the past such a student, unless he was capable of extraordinary effort, either had his job or his studies suffer while in the process of acquiring a degree, or found himself unable to carry both programs and usually dropped out of school. Other potential students in the past have had difficulty in acquiring a degree because of their commitment to social and political change in the community in which they live. Now it is possible for a student to acquire recognition for the learning implicit in his job or community participation, making his employment and his community commitment contributive to the degree process rather than competitive.

Credibility

The Union for Experimenting Colleges and Universities within the last several years has moved from being an organization whose primary concern was that of a small private liberal arts college to an organization whose members embody almost every kind of institution extant today. Among the UWW participants are included three primarily black schools of which one is a privately and federally supported unit, one state funded, and the other a private school. If one also adds the community college in New York, two schools in Chicago, the other large publicly supported schools, and several private schools whose undergraduate goal is to extend undergraduate education to minority groups, one can understand why

minority group students have been so strongly attracted to the UWW.

Minority Group Participation in Regular UWW Units
At Shaw, Howard, Morgan State, and the University of South Carolina, nearly all students are minority students. At both Chicago schools approximately 45 per cent are minority group students. Antioch which is sponsoring several secondary UWW units in different parts of the country has at least three units with nearly 100 per cent minority group participation. Staten Island Community College reports that all of its students are either low-income or minority group students. The University of Minnesota has specifically designed its admission criteria for those who find the regular curriculum of the University inappropriate. Roger Williams College and the University of Massachusetts, which have had only a small number of minority group members in their units, have begun special recruitment programs intended to attract a larger number of minority group students.

Unique Minority Group Designs
In a situation where minority groups have often been denied access to higher education, or provided access only on the majority group's terms, anyone wishing to have credibility and applicability to minority group education must not only admit the decades of fault, but also look to minority group individuals to provide leadership in the design and implementation of any program for such groups. This leadership can be included in a regular UWW program design by adding community and student participation in planning and governance. It is also appropriate to experiment with programs in which minority group members exercise complete direction and control of their programs. In such a relationship one recognizes and trusts the competence, seriousness, and judgment of a minority group organization, and stands ready to provide whatever help or consultation, if any, is requested, along with the academic legitimacy extended by the parent organization through the extension of credit from the traditionally recognized academic institution involved.

Colegio Jacinto Trevino
Faced with an 80 per cent school drop-out/push-out rate, and unable to gain the support of local higher education facilities, a group of Chicanos approached Antioch College and the Union for help. A grant from the Zale Foundation to the Colegio Jacinto Trevino Center helped them design a curriculum consistent with the UWW model and also appropriate to the

Chicano community.

What has happened here is that the Chicano organization, the Colegio Jacinto Trevino, rather than any outside organization, has assumed primary responsibility for both the design and implementation.

Navajo and Pueblo Participation

Through a Bureau of Indian Affairs Title VII bilingual education grant, one UWW unit has begun, at two locations in New Mexico, to provide academic credit and consultation to a number of teacher aides (all of whom are Navajo), who are acquiring teaching certificates and an undergraduate degree while working as staff members under Navajo teachers in two elementary schools. Again the daily program is being co-ordinated by Navajos for Navajos and the college's role is one of consultation, periodic participation in academic auditing, the extension of credit, and the certification for the degrees.

National Indian Training and Research Center

NITRC, a privately incorporated but federally funded training and research center with a national constituency, has been negotiating with the Union for academic credit for the training it does with native Americans involved in community and economic development. A meeting is planned of UWW Project Directors and the staff of the training programs that NITRC sponsors in different parts of the country.

RAP

In San Francisco, negotiations have been tentatively concluded with the community organization, RAP. RAP is a predominantly black organization that proposes to enroll about 40 of its workers as students in a UWW unit, with RAP responsible for recruiting credentialed and non-credentialed black faculty members who would be responsible for the day-to-day operation of the undergraduate program. Many of the activities that RAP's workers are engaged in will be recognized as internships appropriate for credit. RAP, as a means of reducing costs, will operate as consultants on community organizing to the core faculty of the UWW unit.

Although these examples are just an overview of developments, it should be clear that not only is the UWW doing well within its regular UWW units but also is very active in bringing about new kinds of institutions of higher education planned and run by minority groups who are concomitantly being assisted in the acquisition of undergraduate and graduate credentials so that they may one day be recognized officially in their own right.

spin-offs and other ideas

"The potential of the University Without Walls is particularly engaging for meeting the needs of a variety of students: the young, the disadvantaged, the more mature, such as the housewife whose family has grown up, and the bright student capable of extensive self-direction. At the same time, providing access to post-secondary education for prison inmates, and assisting in the education and rehabilitation of drug users are additional outstanding societal needs. I would hope that the institutions participating in this program could consider such problems as they develop and refine the concept of the University Without Walls."
(from a letter by Secretary of Health, Education and Welfare Elliot Richardson to James P. Dixon, President, Antioch College)

The Union has caught the imagination of not only campus administrators, but also people involved in community development, change, education, and rehabilitation. Some examples of the kinds of spin-off effects that the UWW program has already had are cited below.

Drug and Alcohol Rehabilitation
At the initiation of the National Institute for Mental Health (NIMH), the Union has held several meetings with staff members of NIMH about adapting UWW to the rehabilitation and staff development needs of drug and alcohol abuse centers. As a result, the Union has submitted a proposal for joint funding by NIMH and the U.S. Office of Education. Under the plan, Northeastern Illinois University and Chicago State University would collaborate with the Illinois Drug Abuse Center in a UWW program designed to meet program and educational needs of staff members and patients at the Illinois Drug Abuse Center. A similar program is contemplated in Philadelphia, where the Urban Education Center, an affiliate of Antioch College, would collaborate with the Eagleville Drug Abuse Treatment Center and other agencies in the development of a comparable UWW program for patients and staff at the Eagleville Center. The Union would be the accountable agent and would co-ordinate and evaluate the project, attempting to determine whether it should be replicated with other drug abuse centers.

Penal Institutions
Northeastern Illinois University is negotiating with the State Corrections Department to establish UWW programs in various corrections units. Programs might include both inmates and prison guards. (The University of Minnesota already has 4 students pursuing programs from behind bars.) Loretto Heights College, Shaw University, Antioch, and other institutions intend to work with local corrections units.

UWW as a Model for Teacher Preparation

As previously mentioned, one of the UWW units has just received a Title VII bilingual education grant to assist Navajos, working as aides and trainees in two Navajo schools to acquire an undergraduate degree and teaching certificates. The program being developed for these persons builds on the basic ideas of the UWW model.

More recently, the Commission on Undergraduate Education and the Preparation of Teachers brought together several presidents of UWW institutions and other educators to explore new ideas for the preparation of elementary and secondary school teachers and implications that the UWW model might have for such teacher-training programs. A number of ideas emerged from this conference as to ways in which the University Without Walls model might be more directly applied in the preparation of elementary and secondary school teachers. These ideas included (1) local communities might take initiative in recruiting, training, and accrediting the teachers and school administrators they desire; (2) potential good teachers might be identified in early adolescence and given guided experience in teaching projects; (3) pairing students well-versed in theory with para-professionals rich in experience may be educative for both; and (4) a new professional role in education, the street worker, employed by schools, is emerging.

A proposal is now being prepared on how UWW units might test these ideas.

Programs for Para-Professionals

Since most para-professionals have to moonlight to acquire a degree and rarely receive any credit for what they learn from their jobs, the UWW is useful to them. A number of para-professionals are already enrolled in UWW programs, and the Union is exploring with several community agencies, hospitals, and school groups ways by which the UWW might be more fully related to their educational and program needs.

High School-College UWW Model

As a result of inquiries from several superintendents of schools, high school teachers, and principals, the Union is contemplating a high school-college unit where students might begin UWW programs early in high school and move directly from there into a college UWW unit. Initial discussions have been held with Dr. Harvey Scribner, Chancellor of the New York City School system, and the Union hopes to evolve a proposal in co-operation with Dr. Scribner's office in the near future. A meeting is also being planned with a committee of school superintendents (a subcommittee of the Commission on Education and the Preparation of Teachers) to explore such ideas.

University Year in ACTION
The Union was among the first organizations invited by ACTION (formerly the Peace Corps agency) to discuss possible affiliation with its University Year for ACTION program. Several UWW institutions have received grants from ACTION. One of the most interesting is at Morgan State College, where 25 black students are working for a year's worth of credit with community organizing groups in Baltimore.

Technology
The Goddard Space Flight Agency and the National Aeronautics and Space Administration, located in Greenbelt, Maryland, held a two-day workshop at the Goddard Agency where UWW Project Directors and several information and communications specialists from Goddard discussed ways in which new technological developments might relate to the educational program needs of the UWW. The Space Agency is preparing a position paper on some initial steps that UWW institutions might take to use computer-based information systems in dealing with UWW program needs. The Union envisions a continuing and collaborative effort with the Space Agency to discover ways by which technological advances can be used in the UWW program.

Other Colleges and Universities
Over one hundred colleges and universities (a number from outside the United States) have asked the Union for further information on the UWW plan. About 40 of these are interested in developing their own UWW units and in joining the network of UWW institutions. During the coming months, the Union plans to hold a series of one-day workshops in different parts of the country to acquaint institutions with the UWW plan and to explore plans for the establishment of UWW Regional Centers. The U.S. Office of Education is currently studying preliminary proposals for such Regional Centers.

International Component
In addition to a network of institutions in this country, the original proposal of the University Without Walls contemplated the development of UWW units in other countries. A grant from the United Nations Educational, Cultural and Scientific Organization will enable the Union to undertake conferences with institutions abroad as potential UWW units. The first conference will be held in the late spring and summer, 1972.

costs

A recent Carnegie Commission report indicates that about 1500 institutions, public and private — or nearly two-thirds of the nation's institutions of higher learning — are in serious financial trouble or headed for it. A similar study by the Association of American Colleges and Universities indicates that for private institutions the proportion is even higher.

Most institutions of higher learning have dealt with these problems by increasing tuitions, cutting back on faculty and staff, imposing hiring freezes, eliminating programs, deferring needed maintenance, and delaying plant expansion. But it seems clear that these are no more than stop-gap measures, and that colleges and universities will need more fundamental solutions. Surely the answer cannot lie in continued increases in tuitions, which are now rising by 7.5 per cent a year and which already are out of reach of many persons who desire a college education. Nor can it lie in the continued cutback of undergraduate faculties or programs necessary to attain educational objectives.

The UWW program may offer a fundamental alternative. Estimates of income and expenditures show that the UWW program, once fully developed, can achieve major economics in cost and can become self-supporting, through tuitions alone. Furthermore, as adequate numbers of students come into the program, budgetary projections indicate that UWW institutions should, at a minimum, be able to operate without increasing tuitions and may, in fact, be able to lower tuitions.

Savings in costs under the UWW result largely from student use of non-classroom resources, such as internships and field experiences, and adjunct faculty members from business, industry, government, and community agencies (who often serve without pay). These resources cost much less than regular classroom instruction.

Significant savings also stem from how the teacher's role is reorganized in the UWW program to allow him to work with a fairly large number of students. (His "teaching" under the UWW plan is principally advising and planning with UWW students, rather than regular classroom instruction). Yet he provides highly individualized education.

Still other savings come from not requiring the construction or maintenance of major facilities. Antioch-UWW San Francisco, for example, has leased a warehouse for its operations — office, meeting, and seminar spaces. However, most activities are conducted in the surrounding community through internships and other student arrangements.

The first real test of the cost implications of the UWW plan will occur during the 1972-73 school year during which time institutions will have achieved full-scale operations, with large enough numbers of students to enable them to fully test the claim that the UWW plan can in fact reduce costs of higher education. A preliminary analysis of UWW costs will be made at the close of the current school year. A more detailed analysis of UWW costs, incorporating data from the pilot year experiments, and the 1972-73 school year, will be presented as a separate section of the Preliminary Research Report on the UWW (scheduled for issue in the Fall of 1972).

"I am serving a sentence of from one to five years for the charge of Defrauding an Innkeeper. I will be appearing before the Adult Parole Authority, for the second time, in March of next year. The probability of receiving a parole is very high. In the meantime, I would like to prepare for my goal to become a qualified social worker in the correctional field. Can UWW help me?"

"I would like to combine my work with a related study program that would lead to a degree. I think that the community I'm working in offers a wealth of material for any number of studies. It is the area in Lower Manhattan known as Two Bridges. Among the peoples living in this small, overcrowded community are those from Chinese, Puerto Rican, Black and Italian backgrounds. Our program works closely with 60 children and their parents. We have done some work in cross-cultural and multilingual education. I am particularly interested in exploring and studying this kind of experience."

"I'm a 16-year-old high school senior planning to enter college in 1972. . . . My interests involve writing and art history. Poetry is my forte; I've had quite a number of poems published in small poetry magazines . . . . I enjoyed working on my own and profit tremendously when permitted to research and explore every detail of my topic. . . . The UWW sounds like a great experiment in education. Do you accept 16 year olds in your program?"

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concluding remarks

Although UWW had been in operation only a few months when units sent in their first reports, all show great vitality. Units designed by relatively autonomous campus teams are functioning at many kinds of institutions. Experimentation continues in admissions, orientation, faculty selection, crediting of student experiences, and other program aspects. Yet there is a commitment to common ideas and goals. All UWW institutions are implementing such key concepts as wide age range, broader range of resources, individualized programs, adjunct faculty, fostering self-disciplined study, and assessment of competence rather than counting of credit hours.

A substantial number of low-income and minority group students are involved in numerous programs. Many institutions of higher education are attracted to the UWW idea and are planning to launch their own programs. New implications of the UWW idea are emerging for use in drug abuse centers, hospitals, prisons, and other institutions.

Much, of course, remains to be done. More imaginative procedures must be developed to prepare students for self-directed study. Core and adjunct faculty need better preparation for roles as teacher-advisers. A broader program of seminars-in-the-field is needed. More interchange needs to take place among students and faculty of UWW units. New technological aids should be brought into greater play. Much must be done in developing the National Inventory of Learning Resources. Assessment and research procedures need to be further refined. Close communication needs to be maintained with employers, graduate schools, college and university faculties, various professional associations, and accrediting agencies so that they can evaluate the program adequately. Special attention must be paid to demonstrating the UWW model's financial viability, once enough students are enrolled.

As any new endeavor, the University Without Walls experiences anxieties and difficulties. Ideas do not work out. Faculty as well as students, who look right for the program, find that the program simply is not for them. Inevitable conflicts occur as UWW units stand beside conventional programs.

A great deal of encouragement can be taken from the many developments thus far. UWW continues to hang loose to test, to explore, and to modify and rework ideas when it seems in order. But it is clear that the program is on its way. Much has happened over a relatively short time span. We are over the most difficult stage of launching the idea. We are confident of its prospects for the future.

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